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**MODERN TRENDS IN HIGHER ART EDUCATION: VALUE-BASED AND SEMANTIC ASPECT**

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**Abstract.** *The article describes the main trends of higher art education in the context of Postnonclassical type of rationality. The author presents an original vision of art education in the value-based and semantic aspect. The modern trends, including relaxation training, meditation and divination techniques are revealed.*

**Keywords:** *trend, art education, relaxation training, divination, meditation.*

The modern world of global communications and socio-economic changes has become a factor of the transformation processes of all social institutions. Education, including art education, as a social institution of a global world has its own internal laws of development, but the general trends of their changes over time can be specified. The term “current trend” is connected with the reference to the ideas and innovations which will become a reality in the future. In higher art education the detection of such trends is only possible in the near future. Actual in the context of the new educational paradigm techniques of divination, relaxation and meditation aimed at the development of the hermeneutic experience of students are referred to these trends. Pedagogical science is experiencing Postnonclassical stage of scientific rationality, that is why one can observe if not a radical transformation of the paradigm of pedagogical science, but at least some orientation towards a value-based and semantic aspect.

The supporters of determining the specifics of contemporary stage of development of science by means of the concept “Postnonclassical science” indicate its main difference from the classical and non-classical science. The difference is that knowledge is not oriented at reflecting the reality. Postnonclassical science aims at creating knowledge, obtaining and usage of which should necessarily include the answer to the questions: what are the values of human existence, what are the prospects of mankind taking into consideration new technologies?

Innovative pedagogical systems realize that two counter processes are carried out in culture and society, which make up education. The first one is the

ascent of the individual to the universal experience and knowledge, because a man by his nature is not the one who he should be. Second process is the subjectivization of universal experience and knowledge in a unique and single forms of "I" and self-consciousness. So, the "universal" character of "I" and the independent meaning of "live" subjectivity out of the comprehensive forms are considered. That is what makes it possible to identify the hermeneutic meanings of education [3, p. 229].

In this context the requirement of generality is implemented in arts education as an ability to distance oneself from personal needs and to rise above oneself, over one's natural essence through understanding the realities of culture. Each objectification reproduced in the text interpretation appears as something special, unique, alienated from the cultural context because of its subjective originality of the act of creation. Therefore, understanding the text provides congeniality of the interpreter, his rise to the level of the author and reality of the culture.

The new paradigm of education, whose fundamental principle is the hermeneutic interpretation of experience, provides spiritual interpretation of the text, revealing its meaning and importance in the universe of culture. Intuitive processes involved in the subconsciousness of personality, give it the opportunity to cover comprehensively the entire array of text and comprehend its purpose and meaning. Therefore, the role of value-based and semantic intuition in shaping hermeneutic experience of the future music teacher is actualized. In this regard, the involvement of value-based and semantic intuition in this process contributes to the manifestation of the unicity of the interpreter who interprets not only music, but also himself, brought by him meaning.

The sign of innovation in art education is considered implementation in the educational process trainings, situational games, software design and targeted forms of work and so on. Let us consider modern trends of higher art education implemented in the process of training future music teachers in Kyiv University named after Borys Grinchenko.

**Relaxation training.** Relaxation technique helps to activate the subconsciousness, to hear the intuitive answers and at the same time to achieve psychological and physical relaxation, enhance the functional activity of all the senses. According to Ye. Knyazeva and S. Kurdyumov [2, p.120] the initiation of creative, including value-based and semantic one, intuition is achieved through body emancipation, relaxation technique to achieve specific energy state, in other words, the state of inspiration. Generally, such methods of body-oriented therapy as breathing techniques and relaxation technique are used in combination.

The proposed training contains a set of body-oriented exercises. Future music teachers were mastering it in the classroom during the special course "Fundamentals of professional self-development of the future music teacher." The objectives of the special course include: broadening and deepening

students' knowledge in professional self-development; actualization of motivation for professional growth by future specialists; the formation of value attitude to musical teaching profession; mastering the skills of professional self-development (self-education, self-reflection, self-regulation, self-actualization, self-organization); mastering the basics of design technologies.

Here are the examples of training exercises. Warm-up exercise. Objective: self-consciousness of one's physical condition. Task: close your eyes, sit comfortably, imagine that the power of Earth's attraction varies with breathing (while exhaling it increases, while inhaling - it is reduced). So on inhalation body becomes almost weightless and is floating freely in the air and on the exhalation it becomes heavy and quickly settles down. The exercise is performed for 3-4 minutes. Then the discussions in which participants share their feelings and images are held [6, p.207].

Exercise 1 "Prelude", which provides students with the right emotional interaction with music, helps to warm up the body and lose muscle tension. Exercise 2 "free breathing" - breathing exercises derived from hatha yoga and adapted for the unprepared user. They may be held at the beginning of the training, and alternate with other exercises. Exercise 3 "Relaxation" is designed to relieve muscle clips and awareness of the body, its features and movements. Exercise 4 "Dialogue" is aimed at non-verbal interaction with a partner, experiencing emotional contact with him, his acceptance and credibility. This and previous group exercises are performed at music.

**Divination technique.** Divination (from the Latin *divination* - I foresee) is a method aimed at expression of creative intuition, the usage of the other "I" in psychology. The basis of divination technique is intuition as a way of vision, reflection and comprehension the truth. This method is used in reading a new piece of music, it activates art and cognitive activity, the processes of perception, recognition, intonation and definition of the artistic image and musical-expressive means of its implementation. When divination technique is used, the situation in which students are urged to artistic and musical expression and creativity at an intuitive level is created. Thus, they discover their own unique attitude to the world and understanding themselves in it, feel the uniqueness of their acquired experience, the truths of meaning that are revealed to them in the creative act.

In the exercises with the usage of divination technology, unconscious actions that are based on internal stimulation, lack of analysis of the situation, unawareness of possible consequences are prevailed. Music is known to evoke emotion, manifested in the form of intonation, breathing and movement as the recognition of the musical text's essence. B. Asaf'yev stated that musical art constantly feels the impact of "silent intonation" of calisthenics and movements of a human. Considering music as an art of meaning that is intoned, he emphasized that "the musical tone never loses the connection with either word, dance, or facial expressions (pantomime) of the human body ... " [1, p.212]

Understanding music intonation as “meaningful sound”, B. Asaf'yev [1, pp.213-216] distinguishes five kinds of musical tones: emotionally expressive; subject and visual; musical and genre; musical and style; musical and compositional. We offer exercises that include different types of tone, which act as an important methodological means and they interact dialogically with a musical text. Exercise 1. “Vocal intoning”: comprehension of sound and pitch peculiarities of musical text. Exercise 2. “Instrument intoning”: comprehension of spatial characteristics of the musical movement. Exercise 3. “Calisthenics and motion intoning”: disclosure of spatial and time characteristics of musical motion, in other words, analysis-interpretation of music in motion.

Work with musical text using divination method admits unexpected revelation, guesses, spontaneous reactions, mixed solutions. So, divination method actualizes a creative search of the student to the updated meanings and ideas, conscious and acquired by him before; pushing him to an independent productive activity and reinforces the value-based and semantic intuition, enriching hermeneutic experience of future music teacher.

**Meditation technique.** According to O. Knyazeva and S. Kurdyumov [2, p.122] meditation techniques of yoga help to achieve the solid state of peace, which is the basis for higher concentration, meditation. Meditation means the shortest way out of the mental maze to insight. In the state of insight, according to the authors, the man-creator can only rush to fix the flow of thoughts, ideas and images. In this case the revelation is seen as recognition of the world. Thus, intuition reveals the true diversity and polyphony of the world.

Here are the examples of such exercises [6, p.207]:

Exercise. Objective: development of empathy in a state of relaxation. Task: to sit comfortably, imagine a “relaxed” object (overripe fruit, for example). Feel oneself as if you are this object, “enter its inner world”. Share feelings, sensations, emotions of this object at the moment of its person. Then next member of the group who can continue the story or start a new reincarnation starts talking.

Next we offer musical and meditative exercises using the music of L. Beethoven, J. Bach, F. Chopin, D. Bortniansky, S. Rachmaninov, P. Tchaikovsky and others, which were developed by V. Petrushin, namely: “The development of self-knowledge “Mirror”; “Enhancing vitality “Energy”; “Overcoming shyness”, “The desire for perfection.”

To form the capacity of psychics to enter the “overstate” as going beyond its normal operation we use philosophical auditory training by V. Petrushin using music of A. Mozart, G. Handel, J. Bach, F. Chopin, F. Mendelssohn, etc. : “Inner peace”; “Out beyond the situation”; “Worldview that heals.”

Also it is expedient to use adapted by us exercises from psychotraining of M. Zeng and Yu. Pakhomov [7, pp.60-70]. Exercise 1 “Artist of the XXI century” is aimed at identifying of oneself with outstanding performer (e.g. E. Gilels, V. Horowitz, S. Richter and others) and provides a description of one’s

experiences in a state of transformation. Exercise 2 “Visit to Morpheus” helps to enter the state of “sleeping not falling asleep” on the background of selected metrorhythmic pulsations (e.g. rhythmic scheme of “Bolero” by M. Ravel). Exercise 3 “Word” - in the course of this exercise one should focus on the meaning of the certain (e.g. “tune”) and follow its pre-existence in the depths of mind long before it enters the completed form. A positive result is the discovery of new meanings of the word.

Development and implementation in the educational process of the Art Institute of Kiev University named after Boris Grinchenko methods of formation of value-based and semantic intuition of hermeneutic experience of future music teacher through a set of specially selected and adapted training exercises and various techniques (breathing, relaxation, divination) will induce students to creativity, individual productive activity, realization of own uniqueness and originality of their acquired experience, truths, meanings, which are revealed by them in the creative act.

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